

## Textbook Alignment to the Utah Core – World Civilizations

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes x No \_\_\_\_\_*

**Name of Company and Individual Conducting Alignment:**  
Kelli Holser

**A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):**

**X On record with the USOE.**

☐ **The “Credential Sheet” is attached to this alignment.**

**Instructional Materials Evaluation Criteria (name and grade of the core document used to align):** World Civilizations Core Curriculum

**Title:** Glencoe World History © 2008 **ISBN#:** 0-07-874525-X

**Publisher:** Glencoe/McGraw-Hill

Overall percentage of coverage in the <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> of the Utah State Core Curriculum: <u>  100  </u> %				
Overall percentage of coverage in <i>ancillary materials</i> of the Utah Core Curriculum: <u>                    </u> %				
STANDARD I: Students will gain an understanding of early civilizations and their contributions to the foundations of human culture.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u>  100  </u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: <u>                    </u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: Speculate about the factors that led to civilized society.				
a.	Investigate hunters and gatherers.	<b>Student Edition:</b> 8-11 <i>People in History</i> 6 <b>Teacher Wraparound Edition:</b> EC 6		
b.	Explore man’s domestication of plants and animals.	<b>Student Edition:</b> 14-15, 46 <i>History &amp; Arts</i> 10 <b>Teacher Wraparound Edition:</b> EC 15; SP 11		
c.	Examine the role of irrigation in early agriculture.	<b>Student Edition:</b> 14-16 <i>Turning Point</i> 15 <b>Teacher Wraparound Edition:</b> ACL 16		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 1.2: Assess the impact of geography on the locations of early civilizations.</b>				
<b>a.</b>	Examine why early civilizations developed in river environments.	<b>Student Edition:</b> 26-29, 34-36, 66-68 <i>National Geographic</i> 27, 35 <i>Reading Check</i> 27		
<b>b.</b>	Evaluate the diffusion of civilizations.	<b>Student Edition:</b> 26-28, 32-33, 48-49, 68-69 <i>National Geographic</i> 68 <b>Teacher Wraparound Edition:</b> WS 69		
<b>Objective 1.3: Examine the major characteristics of the early civilizations of Mesopotamia, Egypt, the Indus Valley, and the Yellow River.</b>				
<b>a.</b>	Analyze the social, political, and economic structure of ancient civilizations.	<b>Student Edition:</b> 18-19, 28-29, 32-33, 36-43, 70-71 <i>Social History</i> 44-45 <i>Turning Point</i> 32 <b>Teacher Wraparound Edition:</b> CT 32; RS 28, 39, 41; WS 71		
<b>b.</b>	Investigate the technological advancements and writing systems that developed in early river valley cultures.	<b>Student Edition:</b> 19, 30-31, 42-43, 54-55 <i>History &amp; Arts</i> 42 <b>Teacher Wraparound Edition:</b> C 43; RS 42		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
c.	Identify the factors that led to the rise of cities.	<b>Student Edition:</b> 28, 46-47 <i>National Geographic</i> 47 <b>Teacher Wraparound Edition:</b> CT 48		
<b>STANDARD II: Students will comprehend the contributions of classical civilizations.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.1: Investigate the purpose and influence of religions and philosophies on classical civilizations of Greece, Rome, China, and India.</b>				
a.	Examine the essential elements of the belief systems of Greek mythology, Judaism, Christianity, Confucianism, Buddhism, Hinduism, and Islam.	<b>Student Edition:</b> 50-51, 72-73, 90-91, 124-125, 170, 188-191, 216-227 <i>Chart Skills</i> 190 <i>History &amp; Arts</i> 72 <i>Infographics</i> 125 <b>Teacher Wraparound Edition:</b> C 93; CT 73, 125; RS 216, 218, 219, 226; WS 50		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Examine the diffusion of Buddhism, Judaism, Christianity, and Islam.	<b>Student Edition:</b> 50-51, 74-75, 168-173, 188-191 <i>History &amp; Arts</i> 167 <b>Teacher Wraparound Edition:</b> AIC 216, 222; C 191; CT 74, 170, 221, 226; EC 53; RS 226		
<b>c.</b>	Compare and contrast the major philosophies of the Greeks and Chinese.	<b>Student Edition:</b> 86-87, 90-93, 128-131 <i>Connecting to the United States</i> 92, 130 <i>Infographics</i> 88 <i>People in History</i> 128 <b>Teacher Wraparound Edition:</b> EC 128		
<b>Objective 2.2: Analyze the development of classical political systems.</b>				
<b>a.</b>	Contrast the evolution of Athenian democracy and Spartan rule.	<b>Student Edition:</b> 118-123 <i>History &amp; Arts</i> 127, 136 <i>Turning Point</i> 120 <b>Teacher Wraparound Edition:</b> CT 129, 130; RS 120		
<b>b.</b>	Examine the consequences of Persian and Macedonian expansion.	<b>Student Edition:</b> 56, 118-123, 134-139 <i>National Geographic</i> 56, 119, 135		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Contrast Zhou feudalism, the Greek city-state, and the caste system of India.	<b>Student Edition:</b> 70-71, 87-89 <i>Infographics</i> 71 <b>Teacher Wraparound Edition:</b> CT 87; EC 71		
<b>d.</b>	Compare the development of the Roman and Han empires.	<b>Student Edition:</b> 98-99, 148-151, 152-159 <i>History &amp; Arts</i> 153 <i>Infographics</i> 149 <i>National Geographic</i> 98 <i>People in History</i> 155 <b>Teacher Wraparound Edition:</b> DI 98		
<b>Objective 2.3: Investigate the importance of the expansion of trade.</b>				
<b>a.</b>	Identify routes of early colonization; e.g., Phoenician, Greek, Hellenistic, Korean/Japanese.	<b>Student Edition:</b> 48, 137-139, 158-159 <i>Geography &amp; History</i> 52-53 <i>National Geographic</i> 158 <b>Teacher Wraparound Edition:</b> C 139; CT 137		
<b>b.</b>	Examine the technological improvements in transportation over time.	<b>Student Edition:</b> 138-139, 652-654 <i>Science, Technology &amp; Society</i> 433, 618, 654 <b>Teacher Wraparound Edition:</b> ACL 618		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Assess the importance of the Mediterranean and East Asian trade routes.	<b>Student Edition:</b> 78, 200-201, 294-295 <i>National Geographic</i> 68, 78, 201 <i>Social History</i> 82-83 <b>Teacher Wraparound Edition:</b> DI 78; EC 294; SP 201; WS 294		
<b>Objective 2.4: Evaluate the significance of classical sculpture, architecture, and performing arts.</b>				
<b>a.</b>	Examine the importance and influence of Greco-Roman art and architecture.	<b>Student Edition:</b> 126-127, 137, 157, 160-161, 165 <i>Connecting to the United States</i> 161 <i>History &amp; Arts</i> 116, 127 <b>Teacher Wraparound Edition:</b> C 165; RS 137		
<b>b.</b>	Assess the development of Indian and Chinese architecture and art.	<b>Student Edition:</b> 99, 519 <i>History &amp; Arts</i> 72, 95, 289, 518 <i>Infographics</i> 157 <i>Reading Check</i> 519 <b>Teacher Wraparound Edition:</b> WS 519		
<b>c.</b>	Investigate the importance and influence of the performing arts on classical civilizations.	<b>Student Edition:</b> 126-127, 138 <b>Teacher Wraparound Edition:</b> AIC 127; RS 138		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.5: Analyze the social organization of classical cultures.</b>				
<b>a.</b>	Describe the role of slavery in Greece and Rome.	<b>Student Edition:</b> 164 <i>History &amp; Arts</i> 164 <b>Teacher Wraparound Edition:</b> CT 164		
<b>b.</b>	Compare the role of the family in Imperial Rome and Confucian China.	<b>Student Edition:</b> 89, 90-91, 162-165 <b>Teacher Wraparound Edition:</b> ACL 162; CT 89; DI 89		
<b>c.</b>	Explain the caste system of India.	<b>Student Edition:</b> 70-71 <i>Infographics</i> 71 <b>Teacher Wraparound Edition:</b> EC 71; WS 71		
<b>d.</b>	Compare the treatment of women in China, Athens, Sparta, India, and Rome.	<b>Student Edition:</b> 89, 90-91, 116, 122, 162-163, 268-269, 518 <i>History &amp; You</i> 269 <b>Teacher Wraparound Edition:</b> CT 89; RS 518; SP 163; WS 122		



STANDARD III: Students will investigate the diffusion and interaction of cultures from the Classical Period through the Age of Discovery.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Appraise the major characteristics of interregional contact that linked the people of Africa, Asia and Europe.				
a.	Describe the impact the Silk Road had on trade across Europe and Asia.	<b>Student Edition:</b> 78, 188, 268 <i>National Geographic</i> 78 <i>Social History</i> 82-83 <b>Teacher Wraparound Edition:</b> A 83; B 82; CT 83; F 82		
b.	Discuss the importance of cross-Saharan migrations.	<b>Student Edition:</b> 242-247 <i>Turning Point</i> 246 <b>Teacher Wraparound Edition:</b> CT 247		
c.	Examine the consequences of the Crusades.	<b>Student Edition:</b> 198, 325-327 <i>National Geographic</i> 326 <i>Reading Check</i> 327 <b>Teacher Wraparound Edition:</b> C 327; EC 325; RS 326		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>d.</b>	Analyze the impact of Mongol invasion on Europe and Asia.	<b>Student Edition:</b> 270-272 <i>National Geographic</i> 271 <b>Teacher Wraparound Edition:</b> CT 271		
<b>e.</b>	Examine the influence of Chinese culture on Southeast Asia, Korea, and Japan.	<b>Student Edition:</b> 279		
<b>Objective 3.2: Assess the influence of advancing technologies on the development of societies.</b>				
<b>a.</b>	Identify the significant technological developments in Tang China.	<b>Student Edition:</b> 267, 274 <i>Science, Technology &amp; Society</i> 274 <b>Teacher Wraparound Edition:</b> AIC 267; CT 267		
<b>b.</b>	Investigate key technologies that diffused to Europe from Asia; e.g., gunpowder, printing.	<b>Student Edition:</b> 267 <b>Teacher Wraparound Edition:</b> CT 267		
<b>c.</b>	Explain the consequences of the cannon and the longbow on European warfare and society.	<b>Student Edition:</b> 356 <b>Teacher Wraparound Edition:</b> RS 356		
<b>d.</b>	Analyze the impact of movable type printing on Europe.	<b>Student Edition:</b> 538 <i>Science, Technology &amp; Society</i> 402		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.3: Compare and contrast the founding and organization of Spanish and Portuguese colonial empires to northern European trading empires.</b>				
<b>a.</b>	Assess the expansion of Portugal and Spain on Africa, India, and Southwest Asia.	<b>Student Edition:</b> 432-433, 454 <i>National Geographic</i> 431, 693 <b>Teacher Wraparound Edition:</b> RS 432; SP 431		
<b>b.</b>	Examine the political and military conflict between the Spanish, Portuguese, and the peoples of the New World.	<b>Student Edition:</b> 434-437 <i>Turning Point</i> 436		
<b>c.</b>	Assess the impact of the exchange of ideas and goods on the New and Old Worlds.	<b>Student Edition:</b> 435-437 <i>Reading Check</i> 436 <i>Social History</i> 438-439 <i>Turning Point</i> 436 <b>Teacher Wraparound Edition:</b> A 439; AEC 439; CT 439; F 438; WS 438		
<b>d.</b>	Investigate French, Dutch, and English merchants' impact on European overseas expansion.	<b>Student Edition:</b> 437, 440-441 <b>Teacher Wraparound Edition:</b> C 437		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.4: Investigate the rise and development of the modern European political system.</b>				
<b>a.</b>	Describe the political and economic importance of the growth of towns in northern Europe.	<b>Student Edition:</b> 658-659 <i>National Geographic</i> 659 <i>Reading Check</i> 659		
<b>b.</b>	Explain the political and economic consequences of the rise of national monarchies.	<b>Student Edition:</b> 357-359 <i>Reading Check</i> 359		
<b>e.</b>	Examine the influence of mercantilism and commercial capitalism on France, England, and the Netherlands.	<b>Student Edition:</b> 338, 549-550, 620 <i>Infographics</i> 550 <b>Teacher Wraparound Edition:</b> AEC 340		

<b>STANDARD IV: Students will understand the influence of revolution and social change in the transition from early modern to contemporary societies.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: ____100____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 4.1: Assess the importance of intellectual and cultural change on early modern society.</b>				
<b>a.</b>	Compare the “rebirth” of European culture during the Renaissance with the flowering Chinese culture of the Ming dynasty; i.e., literature, art, architecture, the humanities.	<b>Student Edition:</b> 401-403, 406-411, 510-512, 519 <i>History &amp; Arts</i> 407, 408 <i>People in History</i> 410, 420 <i>Social History</i> 404-405 <b>Teacher Wraparound Edition:</b> C 403, 411, 519; F 404; RS 409; WS 519		
<b>b.</b>	Examine the key events and ideas of the Protestant Reformation, the Counter Reformation, and Neo-Confucianism.	<b>Student Edition:</b> 273, 412-417, 418-423 <i>National Geographic</i> 413, 419 <i>People in History</i> 414 <i>Turning Point</i> 416 <b>Teacher Wraparound Edition:</b> C 417; WS 273, 416		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Analyze the significant ideas and philosophies of the scientific revolution and the Enlightenment.	<b>Student Edition:</b> 538-545, 546-553 <i>National Geographic</i> 547 <i>Opposing Viewpoints</i> 541 <i>People in History</i> 549 <i>Reading Check</i> 547 <i>Science, Technology &amp; Society</i> 544 <i>Turning Point</i> 542 <b>Teacher Wraparound Edition:</b> C 545, 553; SP 542; WS 541		
<b>d.</b>	Examine the roles and conditions of men, women, and children in European monarchies.	<b>Student Edition:</b> 550-553 <b>Teacher Wraparound Edition:</b> CT 551		
<b>Objective 4.2: Investigate the role of revolution in the establishment of governmental systems.</b>				
<b>a.</b>	Explain the political, economic, and social philosophies that lead to revolution.	<b>Student Edition:</b> 566-567, 576-583, 626-629, 772- 773 <i>Analyzing Primary Sources</i> 594-595 <i>Connecting to the United States</i> 568, 582 <i>History &amp; Arts</i> 579 <i>National Geographic</i> 773 <i>Political Cartoons</i> 592 <i>Social History</i> 584-585 <b>Teacher Wraparound Edition:</b> C 569, 583, 593, 777; CT 567		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Compare and contrast major world revolutions; e.g., American, French, Russian, Chinese.	<b>Student Edition:</b> 566-568, 587-593, 626-628, 732-735, 772-777 <i>Infographics</i> 776 <i>National Geographic</i> 773 <i>People in History</i> 588, 734 <i>Political Cartoons</i> 592 <i>Turning Point</i> 775 <b>Teacher Wraparound Edition:</b> SP 773		
<b>Objective 4.3: Analyze the economic transformation of production and distribution of goods in Europe.</b>				
<b>a.</b>	Compare and contrast capitalism and socialism.	<b>Student Edition:</b> 338, 621, 655-657 <i>History in Arts</i> 656 <i>Reading Check</i> 621 <b>Teacher Wraparound Edition:</b> AEC 340, 656; RS 656		
<b>b.</b>	Explain the significance of the agricultural revolution.	<b>Student Edition:</b> 238 <i>Connecting to the United States</i> 15 <b>Teacher Wraparound Edition:</b> EC 15		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Investigate the impact of the first and second Industrial Revolutions.	<b>Student Edition:</b> 614-621, 652-657 <i>Analyzing Primary Sources</i> 622-623 <i>National Geographic</i> 615, 653 <i>Science, Technology &amp; Society</i> 618, 654 <i>Turning Point</i> 617 <b>Teacher Wraparound Edition:</b> A 623; ACL 618, 623; C 621, 657; RS 615; SP 615; WS 655		
<b>Objective 4: Evaluate the impact of Western imperialism in Africa, Asia, and the Pacific.</b>				
<b>a.</b>	Examine the impact of Western imperialism on Africa.	<b>Student Edition:</b> 692-699 <i>Geography &amp; History</i> 700-701 <i>Infographics</i> 694 <i>National Geographic</i> 693 <i>People in History</i> 696 <b>Teacher Wraparound Edition:</b> A 701; AEC 700; C 699; CT 697, 700; EC 701		
<b>b.</b>	Compare the reactions of China, India, and Japan to foreign domination.	<b>Student Edition:</b> 702-707, 728-731 <i>Infographics</i> 703 <i>Political Cartoons</i> 730 <i>People in History</i> 706 <b>Teacher Wraparound Edition:</b> C 731; CT 730		



STANDARD V: Students will understand the interaction of peoples in the global integration of the 20 <sup>th</sup> century.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: ____100_____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.1: Analyze the political and economic global issues in the first half of the 20 <sup>th</sup> century.				
a.	Investigate the impact of totalitarianism on Europe; i.e., Stalinism, Italian fascism, German National Socialism.	<b>Student Edition:</b> 796-803, 804-809, 874-879 <i>Infographics</i> 798 <i>National Geographic</i> 797, 801-803 <i>Social History</i> 810-811 <b>Teacher Wraparound Edition:</b> C 803, 809; CT 802; RS 797, 803		
b.	Examine the connections among WWI, the Great Depression, and WWII.	<b>Student Edition:</b> 758-761, 792-795, 856-861, 864-871 <i>Analyzing Primary Sources</i> 862-863 <i>Infographics</i> 805 <i>Turning Point</i> 793 <b>Teacher Wraparound Edition:</b> C 783, 795		
c.	Assess the consequences of global war on the world.	<b>Student Edition:</b> 880-887 <i>National Geographic</i> 886 <i>Time Notebook</i> 895 <i>Turning Point</i> 885 <b>Teacher Wraparound Edition:</b> A 895; C 887; CT 885		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 5.2: Investigate the impact of the Cold War on integration.</b>				
<b>a.</b>	Explain the key elements of the Cold War.	<b>Student Edition:</b> 900-907 <i>National Geographic</i> 901 <i>Turning Point</i> 904 <b>Teacher Wraparound Edition:</b> ATC 903; C 907; CT 904		
<b>b.</b>	Examine the independence movements in the African and Asian colonial world.	<b>Student Edition:</b> 828-835 <i>Infographics</i> 831 <i>National Geographic</i> 829 <i>Turning Point</i> 833 <b>Teacher Wraparound Edition:</b> C 835		
<b>c.</b>	Determine the causes and effects of the collapse of the Soviet sphere.	<b>Student Edition:</b> 910-913 <i>People in History</i> 912 <b>Teacher Wraparound Edition:</b> WS 912		
<b>Objective 5.3: Investigate the creation of international organizations and global integration.</b>				
<b>a.</b>	Assess the impact of economic and political organizations on global relations; e.g., World Trade Organization, United Nations, Olympics.	<b>Student Edition:</b> 1048-1053 <i>Infographics</i> 1052 <b>Teacher Wraparound Edition:</b> CT 1052; WS 1051		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Examine the impact of advancements in worldwide communication/transportation; e.g., satellite communications, information technology/internet, mass transportation.	<b>Student Edition:</b> 1038 <i>Science, Technology &amp; Society</i> 1039 <b>Teacher Wraparound Edition:</b> RS 1039		
<b>c.</b>	Analyze the impact of military alliances; e.g., North Atlantic Treaty Organization, Warsaw Pact, United Nations Geneva Convention.	<b>Student Edition:</b> 900-901, 917 <i>National Geographic</i> 901 <b>Teacher Wraparound Edition:</b> SP 901		
<b>Objective 4: Evaluate the impact of terrorism on the world's political, economic, and social systems.</b>				
<b>a.</b>	Assess the base of terrorist networks and activities.	<b>Student Edition:</b> 996-1003, 1046-1047 <i>Connecting to the United States</i> 1002 <b>Teacher Wraparound Edition:</b> CT 1001		
<b>b.</b>	Examine the impact of terrorism on the lives of people.	<b>Student Edition:</b> 1046-1047 <i>Connecting to the United States</i> 1002 <b>Teacher Wraparound Edition:</b> C 1003; CT 1047; WS 1002		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Analyze the responses of political and economic institutions to terrorism.	<b>Student Edition:</b> 1046-1047 <i>Connecting to the United States</i> 1002, 1046 <b>Teacher Wraparound Edition:</b> C 1047		